

Lesson-12: Our Green Friends

Theme 7: Why Do We Need Support?

10 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Confirming better
I protect our planet Earth.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify key environmental issues in India.
- to understand the role of environmentalists in protecting the Earth.
- to apply conservation practices, such as tree planting, in daily life.
- to understand the impact of different environmental conservation methods.
- to create solutions for local environmental problems based on the concepts learnt.
- to assess the importance of environmental protection and evaluate personal actions to contribute to sustainability.

Methodology

Period 1

Teacher: Good morning, students.
How are you all today?
(Let students respond.)

SHOULD DO

10 MIN.



Confirming better

Teacher: Wonderful. Let us now move to the 'Confirming better' section.

Teacher: Today, we will do a small echo game. Whatever I say, you will repeat it with energy. Ready?
(Let students respond.)

Teacher: When I say 'I protect', you will say 'our planet Earth'. Let us practice once.

Teacher: I protect...

(Students respond: Our planet Earth.)

Teacher: Excellent. Now, let us say the full sentence together.

Teacher: I protect our planet Earth.

(Students repeat loudly and confidently.)

Teacher: Lovely voices. Remember, we are the caretakers of our beautiful planet.

Teacher: We will begin a new chapter, Our Green Friends. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

Teacher: The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

Teacher: Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: You all did amazing work in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

Kinaesthetic

Kinaesthetic

Let's play pictorial on the physical features of India. Form two teams in the class. Members of the first team draw key physical features of India, such as the Himalayas, River Ganges and the Thar Desert, without using any words or letters. The other team will guess the name of the feature.

87

Teacher: It's time for a creative game. You will be divided into two teams.

MUST DO

10 MIN.

Teacher: Team one, your task is to draw key physical features of India on the board, such as the Himalayas, River Ganges and the Thar Desert. You cannot use any words or letters—only drawings.

Teacher: Team two, your work is to guess the name of the landform by observing the drawings.

Teacher: Remember, no talking, only drawing and guessing.

Teacher: Team one, start drawing. Team two, get ready to guess. (Teams begin drawing and guessing and the teacher supervises the activity without participating.)

Teacher: Keep up the great work, everyone. You have learnt a lot about India's physical features.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

87

Teacher: Now, let us have some fun.

I am going to say the name of a landform. But this time, when I say it, I want each of you to either clap, snap your fingers or raise your hand, depending on how fast you can think of a state or Union Territory (UT) that belongs to this landform. Ready?

MUST DO

10 MIN.

Teacher: If you know, raise your hand, snap your fingers or clap.

Teacher: Here we go.

- Mountains
- Northern plains
- Plateau
- Desert
- Island

(Students will respond.)

Pictorial

Pictorial PS

Identify each picture. Write their names in your notebook. Write the name of the landform these are associated with.



87

Teacher: Now, let us move to the Pictorial Section. Everyone, please open page 87 in your books and look at the pictures of various landforms.

MUST DO

10 MIN.

Teacher: Your task is to carefully observe each picture and identify the landform.

Teacher: Once you have identified the landform, I want you to write the name of the landform in your notebooks along with the state or Union Territory where it is located.

Teacher: As you observe the first picture, think about what it reminds you of. What type of landform is it? Also, where in India can this landform be found?

Teacher: (Pause for a moment, allowing students time to think and write.)

Teacher: Great. Now, look at the next picture. What type of landform is shown here? Which state or UT can you associate it with?

Teacher: (Pause again for students to think and write.)

Teacher: Well done. Now, let us move to the final picture. Can you identify the landform in this image? Where can we find this landform in India?

Teacher: Excellent work, everyone. You've done great work observing and identifying these landforms.

Teacher: Let us take a moment to go over your answers together. (Review the correct answers and explanations.)



You may show the **eBook** given on the digital platform.

Differentiated Activities

110 km/hr



Identify and explain the difference between a mountain, a desert and a plateau.

80 km/hr



Identify one mountain range, one desert and one plateau in India.

40 km/hr



Name one desert found in India.

Home Task

Draw one landform of your choice. Label the landform and write down which state or UT it is found in. You can be as creative as you want

Period 2

SHOULD DO

5 MIN.

Teacher: Good morning, students. How are you today?

Teacher: Let us begin with a quick warm-up activity to get our brains ready for today's lesson. I will ask you a few questions and I want everyone to answer with a clap, a snap of your fingers or a raise of hands. Ready?

Teacher: First question: What is something we should do to help the environment?

Teacher: Second question: Name a dangerous action that harms our environment.

Teacher: Excellent responses, everyone. You are all getting into the environmental spirit.

Interacting better

Interacting better

What, according to you, is good for the environment? What is harmful? Discuss with your partner.

ICL

88

Teacher: Let us move on to the Interacting better section. Please turn to your partner and discuss the following:

Teacher: What, according to you, is good for the environment? What is harmful?

Teacher: Share your thoughts with each other. (Let students discuss with their partners.)

Teacher: I am sure you have great ideas on what can be done to protect the Earth. Let us hear some of your thoughts. (Encourage a few students to share after the discussion.)

88

STEP TML

Ryan and Lina are working together on a school project. They want to write about environmentalists in India and other countries.

Lina's Mama*, on hearing the discussion, tells them that they can be friends of the Earth even as children. They can turn off laptops and lights when not in use. They can save water by turning off the tap while brushing, and so on.

Ryan, I want to grow up and be an environment friend.

So do I. The environmentalists are like superheroes. They protect our Earth.

Teacher: Now, everyone, please open page 88 in your books and look at the picture of Ryan and Lina working on their school project.

Teacher: I want you to observe the picture carefully and think about the actions Ryan and Lina are doing. They are discussing how they can be friends with the Earth.

Teacher: Let us start by asking some questions.

- What do you see Ryan and Lina doing in the picture?
- What does Lina's Mama say about how children can help the environment?
- How are Ryan and Lina planning to take care of the Earth?
- Can you think of any other ways that children can help the environment, like Ryan and Lina?
- Why do you think Lina is excited to be an environmental friend?

Teacher: Wonderful responses. It's so important to understand how small actions, such as turning off lights and saving water, can make a big difference in protecting our Earth.

You may show the **Animation** given on the digital platform.

Teacher: Keep thinking about how we all can be little superheroes like Ryan and Lina, protecting our planet.

Indian Environmentalists

INDIAN ENVIRONMENTALISTS

The Chipko Movement began in the 1970s as a protest against the forest contractors**. They were cutting trees in the forests of Uttarakhand, recklessly. The trees were being cut for infrastructural development in the region. Villagers of that area came together to hug trees to prevent the cutting of the trees. The name of the movement 'chipko' comes from the word 'hugging.' Sunderlal Bahuguna led the Chipko Movement in the region.

Jadav 'Molai' Payeng, known as the 'Forest Man of India', created the Molai Reserve, in the Majuli river island** in Assam. This island is situated in the River Brahmaputra. Every year, the River Brahmaputra caused floods which destroyed a large number of trees. This caused soil erosion. In the year 1979, the forest department started a five year tree plantation drive on the island.

Jadav Payeng joined the project. When they left after five years, Jadav Payeng continued planting a sapling a day on his own. Gradually, the entire island got a green cover. His efforts, since 1979, have given rise to a man-made forest, the size of 15 football stadiums! The flourishing forest has attracted various wild animals and birds over the years.

88

Teacher's Note: *Tell the students that Lina calls her mother, "Mama."
**Check the 'Grasping better' section to learn the meaning of the word.

Discovering better

environmentalists: people who work to improve and protect the environment

recklessly: carelessly

infrastructural: related to the basic systems and services that helps a country or a region function smoothly, such as, buildings, transport, water and power supply

LAD

Teacher: Now, let us dive into the world of Indian Environmentalists and learn about real-life superheroes like Jadav Payeng and Sunderlal

Bahuguna. These individuals have done amazing things to protect our Earth.

Teacher: Look at the picture of Jadav Payeng, the Forest Man of India. He created an entire forest on an island where there was once only barren land. Can anyone guess how he did this?

Teacher: Yes, Jadav Payeng started by planting just one sapling and continued his efforts for many years. Do you think it's possible for one person to change the environment like this? (Wait for responses.)

Teacher: Why do you think trees are so important for our planet? How do they help the environment? (Encourage responses like 'they provide oxygen,' 'they prevent soil erosion,' etc.)

Teacher: Let us now talk about Sunderlal Bahuguna and the Chipko Movement. Do you remember what the Chipko Movement was? What does 'Chipko' mean? (Wait for responses.)

Teacher: 'Chipko' means 'to hug' and that's exactly what the villagers did – they hugged the trees to prevent them from being cut down. How can we, as children, help protect trees in our communities? (Wait for responses.)

Teacher: Wonderful ideas. Protecting trees and forests is crucial for the health of our planet.

Teacher: Let us read more about Jadav Payeng and Sunderlal Bahuguna. They both contributed to saving our forests. Pay close attention to their actions and think about how you can make a positive impact on the environment too.

You may show the **Concept Map** given on the digital platform.

Differentiated Activities

110 km/hr



How did Jadav Payeng change the environment and what long-term effects did his work have on the island?

80 km/hr



What actions did Jadav Payeng take to protect the environment?

40 km/hr



What are the benefits of planting trees for our environment?

Home Task

Think about one thing you can do this week to help protect the environment, just like Jadav Payeng and Sunderlal Bahuguna and write it down

Period 3

Teacher: Good morning, everyone. How are you today?

Teacher: Let us start today with a fun little activity. I will say a few words and I want you to clap your hands or snap your fingers when you think you know the answer. Ready?

Teacher: First question: What do you think is the most important thing we can do to protect the environment?

Teacher: Great. Next question: What is something that can harm the environment?

Teacher: Excellent, everyone. Let us move on to today's lesson.

You may show the **Dictionary** given on the digital platform.

Discovering better



Discovering better

LAD

environmentalists: people who work to improve and protect the environment

recklessly: carelessly

infrastructural: related to the basic systems and services that helps a country or a region function smoothly, such as, buildings, transport, water and power supply

88

Teacher: Now, let us explore the Discovering better section together. I will discuss some important words with you and I want you to think about their meanings.

Teacher: Let us look at the word environmentalist. Who can guess what it means? (Wait for responses.)

Teacher: Right. An environmentalist is someone who works to improve and protect the environment.

Teacher: Now, the next word is recklessly. Who can tell me what this word means? (Wait for responses.)

Teacher: Excellent. Recklessly means doing something carelessly, without thinking about the consequences.

Teacher: And the last word is infrastructure. What do you think it means? (Wait for responses.)

Teacher: Great answers. Infrastructure refers to the basic systems that help a country or region run smoothly, such as roads, water supply and electricity.

Teacher: Now that we know these words, let us see how they connect to our next topic on Indian Environmentalists.

Indian Environmentalists

Kinkri Devi, in the 1980s, protested against the uncontrolled quarrying* practices in Simaur district, Himachal Pradesh. Uncontrolled quarrying led to the pollution of water, degradation of farmland and reduction in the green cover. As a result of her efforts, the High Court of Himachal Pradesh banned these practices throughout the state.



Rajendra Singh

Rajendra Singh, also known as the 'Waterman of India', has played a significant role in conserving and managing water in Rajasthan, since 1986. He is known for bringing back the use of traditional water storing technique, johad* to conserve water. He has also built rainwater storage tanks, check dams* and used other techniques for water conservation.



johad

In the same region, Ranaram Bishnoi, also known as the 'Tree Man', has been working towards converting sand dunes into green gardens, since the 1970s. To date, he has planted more than 50,000 varieties of trees. Every day without a miss, he walks with his camel to plant saplings and water the trees with a large earthen pitcher.

Tulsi Gowda is an environmentalist. She looks after the nurseries of the Forest Department of Honnail village, Karnataka. She has planted and grown countless trees in the last 50 years. She is so well versed in the knowledge of plants and herbs that she is called the 'Encyclopedia of Forests'.



Tulsi Gowda receiving the Padma Shri for her efforts in 2021

89

Teacher: Let us talk about some amazing Indian Environmentalists who have done incredible work to protect our environment.

Teacher: First, let us learn about Kinkri Devi, a brave woman who fought against uncontrolled quarrying in Himachal Pradesh.

Teacher: Quarrying means digging and removing stones, sand and minerals from the ground, which damages the land and pollutes water sources.

Teacher: Why do you think quarrying is harmful for the environment? (Wait for responses.)

Teacher: Yes. Quarrying causes damage to the land and pollutes water sources, which is harmful to the environment. Thanks to Kinkri Devi, this practice was banned in Himachal Pradesh.

Teacher: Now, let us talk about Rajendra Singh, also known as the Waterman of India. He worked hard to bring back the traditional water storage techniques like johad. What do you think a johad is? (Wait for responses.)

Teacher: Everyone, please open your Main Coursebook to the page showing the image of a johad. Look carefully at it.

Teacher: What do you think a johad is? (Wait for responses.)

Teacher: Great. A johad is a type of traditional water storage system that helps conserve water in dry regions. Rajendra Singh's efforts have helped bring water back to many areas.

Teacher: Next, we have Ranaram Bishnoi, the Tree Man of India. He planted over 50,000 trees to help turn desert land into lush green gardens. Why do you think trees are so important for the environment? (Wait for responses.)

Teacher: Right. Trees help prevent soil erosion, provide oxygen and support wildlife.

Teacher: Lastly, let us talk about Tulsi Gowda, who is known as the Encyclopedia of Forests. She has been planting trees for over 50 years. Can anyone guess how many trees she has planted? (Wait for responses.)

Teacher: She has planted thousands of trees and continues to help protect forests in Karnataka.

Teacher: These four environmentalists have made a huge difference in protecting our planet. Let us think about how we can also help the environment in small ways.

Differentiated Activities

110 km/hr



How did Rajendra Singh use traditional water storage techniques to help conserve water?

80 km/hr



What role did Ranaram Bishnoi play in turning desert land into green gardens?

40 km/hr



What is one thing that happens when there are no trees?

Home Task

Make a thank you card for nature. On one side, draw a johad. On the other side, write a short thank you note for giving us water.

Period 4

Teacher: Good morning, everyone. How are you all today?

Teacher: Let us begin with a quick activity. I want you to think of one action you do every day that helps the environment. It could be turning off the lights when you leave a room or recycling.

Teacher: Can anyone share one thing they do to help the environment? (Let students respond.)

Teacher: Wonderful. Now, let us move on to our exciting lesson today.

Discovering better

Discovering better

LAD

degradation: the process of something being damaged

Encyclopedia: a book providing information about all areas of knowledge

Attributed: to say that a person was the first to do a particular thing

89

Teacher: Now, let us explore the Discovering better section, where we will focus on some key words. These terms will help us understand the important work of environmentalists.

MUST DO

10 MIN.

Teacher: First, let us look at the word degradation. Can anyone explain what degradation means? (Wait for responses.)

Teacher: Yes, exactly. Degradation is the process of something being damaged, especially the environment or natural resources.

Teacher: Now, let us move to the word encyclopedia. Who can tell me what an encyclopedia is? (Wait for responses.)

Teacher: Great. An encyclopedia is a book that provides information about all areas of knowledge. It's like a reference book that helps you learn about many topics.

Teacher: Next, we have the word attributed. What do you think it means? (Wait for responses.)

Teacher: Exactly. Attributed means saying that someone was the first to do something. For example, we can say Wangari Maathai is attributed with founding the Green Belt Movement.

Teacher: These words are important for understanding the work of environmentalists and their efforts to protect our planet. Now, let us take a moment to think about how degradation affects our environment. Can anyone give an example of degradation that we can see today? (Wait for responses.)

Teacher: Wonderful. Let us continue exploring how we can contribute to reducing degradation and helping the environment.

International Environmentalists

that she is called the 'Encyclopedia of Forests'.

INTERNATIONAL ENVIRONMENTALISTS

Attributed with founding the Green Belt Movement (GBM) in Kenya in 1977, **Wangari Maathai** is called the 'Woman of Trees'. The GBM encouraged women to plant trees to bind the soil, store rainwater and earn a livelihood. The GBM by the early 21st century has planted around 30 million trees.



Wangari Maathai



Rachel Carson

Rachel Carson was a noted American biologist. Her book *Silent Spring* (1962) helped the readers understand the environmental dangers caused by the misuse of pesticides*.



Discovering better

LAD

degradation: the process of something being damaged

Encyclopedia: a book providing information about all areas of knowledge

Attributed: to say that a person was the first to do a particular thing

*Check the 'Grasping better' section to learn the meaning of the word.

89



Give one-word answers.

1. The environmentalist of Forests...
2. The full form of GBM.

Noted ethnologist*, **Dr Jane Goodall**, since the 1960s, has worked on protecting chimpanzees from extinction. She is known for her long time research on chimpanzees of the Gombe Stream National Park, Tanzania. She founded Roots & Shoots, a global environmental programme, to make positive changes for the community, animals and the environment.



Jane Goodall

Winona LaDuke has been working since the 1990s on issues of climate change, renewable energy and environmental justice with indigenous communities. She leads the organization, Honor The Earth.



Discovering better

LAD

extinction: a situation in which a species of plants or animals ceases to exist

indigenous: refers to people living or growing in the place where they hail from originally

90

Teacher: Now, let us learn about some international environmentalists who have made a big impact on protecting our environment.

MUST DO

15 MIN.



Teacher: Let us start with Wangari Maathai from Kenya. She started the Green Belt Movement (GBM) to encourage women to plant trees and protect the soil. How do you think planting trees can help protect the environment? (Wait for responses.)

Teacher: Yes. Wangari Maathai planted around 30 million trees. She is known as the 'Woman of Trees'.

Teacher: Next, let us talk about Rachel Carson, an American biologist. She wrote Silent Spring, where she warned the world about the dangers of pesticides. How do you think pesticides affect the environment? (Wait for responses.)

Teacher: Right. Rachel Carson showed how harmful chemicals can destroy the environment.

Teacher: Now, let us discuss Dr. Jane Goodall, who worked with chimpanzees for over 60 years. She helps protect animals and the environment. Why do you think animal conservation is important? (Wait for responses.)

Teacher: Excellent thoughts. Dr. Jane Goodall is an advocate for animal welfare and environmental protection.

Teacher: Lastly, let us talk about Winona LaDuke.

Teacher: She works with indigenous communities to fight climate change and support renewable energy like solar and wind power.

Teacher: Why should we use renewable energy instead of using coal and petrol? (Wait for responses.)

Teacher: Excellent. Renewable energy is clean and does not harm the Earth. It helps us fight climate change.

Teacher: These environmentalists have worked very hard to protect nature.

Teacher: Now, close your eyes for a moment and think — what small thing can you do today to protect the Earth? (Wait for a few seconds, then allow a few students to share.)

Understanding better

Understanding better

Give one-word answers.

1. The environmentalist known as the 'Encyclopedia of Forests'.
2. The full form of GBM.

TCT

90

Teacher: Now, let us quickly check our understanding. I will ask you a few simple questions.

MUST DO

5 MIN.




Teacher: Who is known as the 'Encyclopedia of Forests'? (Wait for responses.)

Teacher: What is the full form of GBM (Green Belt Movement)? (Wait for responses.)

Teacher: Great work, everyone. You are all doing fantastic work understanding the role of environmentalists.

Discovering better



Jane Goodall

Discovering better

LAD

extinction: a situation in which a species of plants or animals ceases to exist

indigenous: refers to people living or growing in the place where they hail from originally

90

Teacher: Let us quickly revisit the Discovering better section and review some important terms.

MUST DO

5 MIN.



Teacher: First, let us look at the word extinction. Can anyone explain what extinction means? (Wait for responses.)

Teacher: Yes, extinction is when a species of plants or animals ceases to exist. Can you think of any animals or plants that are extinct today? (Wait for responses.)

Teacher: Great. Now, let us look at the word indigenous. Indigenous refers to people or plants that are originally from a particular place. Can anyone give an example of an indigenous plant or animal? (Wait for responses.)

Teacher: Excellent. Indigenous plants and animals are crucial for maintaining the balance in nature.

Teacher: Wonderful. You have done great work understanding these key terms.

 You may show the **I Explain** given on the digital platform.

Differentiated Activities

110 km/hr



How did Wangari Maathai and the Green Belt Movement contribute to environmental protection and what was the lasting impact of her work?

80 km/hr



What was the main message in Rachel Carson's book Silent Spring and why was it so important?

40 km/hr



Why is it important to protect animals from becoming extinct?

Home Task

Create a poster that highlights the impact of pesticides on the environment.

Period 5

Teacher: Good morning, students. How are you all today?

SHOULD DO

5 MIN.



Teacher: Today, we will play a quick 'Yes or No' game about saving the environment. I will say an action and you have to answer 'Yes' if it helps the Earth and 'No' if it does not. Are you ready?

(Wait for responses.)

Teacher: Turning off the tap while brushing teeth. (Yes.)

Teacher: Throwing plastic on the ground. (No.)

Teacher: Planting a tree in the park. (Yes.)

Teacher: Wasting paper by drawing on only one side. (No.)

Teacher: Using a cloth bag for shopping. (Yes.)

Teacher: Well done, everyone. You already know so much about helping the environment. Now, let us move on to today's lesson.

Connecting better

English

Connecting better

Ryan and Lina add a poem to the project.
"Small saplings will grow into big trees.
Our Earth will smile and be free!
Switch off the fans, it is a start,
For Earth to be green, be smart!"

HoLL

90

Teacher: Let us take a look at the Connecting better section. Ryan and Lina added a poem to their project. The poem says:

'Small saplings will grow into big trees.

Our Earth will smile and be free.

Switch off the fans, it is a start,

For Earth to be green, be smart.'

Teacher: How do you think turning off the fans and using less energy can help the environment? (Wait for responses.)

Teacher: Yes. It's a simple way to reduce energy consumption, which can help fight climate change.

Teacher: Now, I want you to think about a small action you can take today to help the environment. Can anyone share what they might do after reading this poem? (Wait for responses.)

Teacher: Excellent. Ryan and Lina are truly trying to make a difference, just like all of you. Let us keep these actions in mind as we move forward.

Caring better

Caring better

You can do your bit for the environment by buying fewer clothes. Keep your clothes clean and tidy and they will last longer!

Seva

90

Teacher: Let us move to the Caring Better section.

Teacher: Here's what it says:

'You can do your bit for the environment by buying fewer clothes. Keep your clothes clean and tidy and they will last longer.'

Teacher: How do you think buying fewer clothes can help the environment? (Wait for responses.)

Teacher: Yes. It can reduce waste and by taking care of our clothes, we can also reduce the need for new resources to make them.

Teacher: What are some other ways you can take care of your belongings to help the Earth? (Wait for responses.)

Teacher: Wonderful. These small, thoughtful actions can have a big impact over time.

Helping better

Helping better

After savouring pure coconut water, you can use the coconut coir for washing dishes and cleaning the floor at home.

OL

90

Teacher: Now, let us move to the Helping better section.

Teacher: Here's the tip:

'After savouring pure coconut water, you can use the coconut coir for washing dishes and cleaning the floor at home.'

Teacher: How do you think this is an example of helping the environment? (Wait for responses.)

Teacher: Yes. By reusing something that would normally be thrown away, we are reducing waste and helping the environment.

Teacher: Can you think of other everyday items that we can reuse instead of throwing them away? (Wait for responses.)

Teacher: Great ideas. Now you know how reusing and repurposing items can make a big difference in protecting our environment.

Grasping better

Grasping better

contractors: people who provide goods or services for another company
river island: a kind of landmass in a river that sits above the water
quarrying: the activity of digging out something from the ground
johad: a small earthen check dam that collects and conserves rainwater
check dams: temporary structures designed across water bodies to prevent soil erosion
pesticides: here, chemicals used to kill insects that destroy crops
ethologist: a scientist who studies the behaviour of animals in their natural environment

DING

90

Teacher: Now, let us look at the Grasping better section, where we'll explore some important words that are key to understanding the lesson.

MUST DO

10 MIN.



Teacher: The first word is contractors. Can anyone explain what contractors do? (Wait for responses.)

Teacher: Right. Contractors are people who provide goods or services for another company, like building homes or infrastructure.

Teacher: Next, we have river island. What do you think a river island is? (Wait for responses.)

Teacher: Yes. A river island is a landmass in the middle of a river.

Teacher: Let us move on to quarrying. Who can tell me what quarrying means? (Wait for responses.)

Teacher: Yes. Quarrying is the activity of digging something out of the ground, like mining or removing rocks for building materials.


Teacher: Now, let us talk about johad. Does anyone know what a johad is? (Wait for responses.)

Teacher: Great. A johad is an earthen check dam that collects and conserves rainwater.

Teacher: Lastly, we have pesticides. What do you think pesticides are used for? (Wait for responses.)


Teacher: Exactly. Pesticides are chemicals used to kill insects that damage crops.

Teacher: Wonderful. These words will help us understand the efforts environmentalists are making to protect our planet.


 You may show the **Infographic** given on the digital platform.

Differentiated Activities


110 km/hr

 How does quarrying affect the environment and why is it important to stop such harmful practices?

80 km/hr

 How does recycling and reusing everyday materials like coconut coir help the environment?

40 km/hr

 Draw a recycled object (like a plastic bottle turned into a plant pot).

Home Task

Think about one thing you can reuse instead of throwing away. Write it down and discuss with your parents.

Period 6

Teacher: Good morning, everyone. How are you all today?

SHOULD DO

5 MIN.



Teacher: Let us start with a quick activity. I will say a few names and I want you to tell me if they are environmentalists or not. Ready?

Teacher: Here we go:

- Wangari Maathai
- Rachel Carson
- Albert Einstein
- Dr. Jane Goodall

Teacher: Great work. You are already familiar with some of the amazing environmentalists.

Recalling better

Recalling better

CING

- The Chipko Movement started in the 1970s under Sunderlal Bahuguna.
- The efforts of Jadav Molai Payeng have resulted in a man-made forest.
- Kinkri Devi raised her voice against the uncontrolled quarrying in Himachal Pradesh.
- Rajendra Singh played a significant role in water conservation.
- Ranaram Bishnoi is known for his efforts to convert sand dunes to gardens.

90

*Check the 'Grasping better' section to learn the meaning of the word.

Teacher: Let us move on to the Recalling better section. We are going to review some important facts.

MUST DO

10 MIN.



Teacher: I will ask you some very short questions based on what we have learnt so far and you can try to respond.

Teacher: Here are the questions:

Who started the Chipko Movement in the 1970s?

What did Jadav Molai Payeng create?

Who raised her voice against uncontrolled quarrying in Himachal Pradesh?

What role did Rajendra Singh play in water conservation?

What is Ranaram Bishnoi known for?

Who is known as the 'Encyclopedia of Forests'?

What is Wangari Maathai also known as?

Who authored Silent Spring?

What work has Dr. Jane Goodall been involved in?

What issues does Winona LaDuke focus on?

Learning better

Exercise A

Teacher: Now, let us turn these questions into a group activity. I will divide you into groups of 4. Each group will discuss the answers to the following questions and as a group, decide on the correct answers.

Teacher: After 5 minutes, I will ask each group to share their answers with the class. Ready?

Teacher: Here are the questions for your discussion:

1. Who led the Chipko Movement?

- a) Kinkri Devi
- b) Jadav Payeng
- c) Sunderlal Bahuguna

MUST DO

15 MIN.



Teacher: Now, please tick (✓) the correct answer and write it in your Main Coursebook.

(Follow the same pattern for the rest of the exercise.)

Teacher: Great work, everyone. Let us go over the answers together now.

Learning better

Exercise B

Teacher: Now, let us move to Exercise B in the Learning Better section. This time, we are going to make it a team challenge. I will divide you into teams of 4. Each team will get a chance to answer a blank and your goal is to complete the sentences together. Ready for the challenge?

Teacher: Each team will take turns filling in one blank at a time. I will call out each sentence and your team will discuss and decide on the correct word for the blank. Your team will then shout out the word you think is the right answer. The first team to shout the correct answer gets a point. If a team gets it wrong, the other teams can jump in and steal the point.

Teacher: Ready? Let us begin. First sentence: Jadav Payeng is credited with the creation of the _____ Reserve.

(Wait for teams to shout their answers and keep track of points.)

Teacher: Well done. Now, on to the next sentence: (Follow the same pattern for the rest of the exercise.)

Differentiated Activities

110 km/hr



How did Jadav Payeng's efforts lead to the creation of a man-made forest and what impact did this have on the environment?

80 km/hr



Draw an endangered animal and write one sentence about why it's important to protect it.

40 km/hr



How did Rachel Carson raise awareness about the dangers of pesticides?

Home Task

Project Idea

(For project Ideas, please refer to the book of Project Ideas, page number 22 under the title "Our Green Friends." This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about Earth Day through this engaging project.)

Chapter 12: Our Green Friends

Theme 7: Why Do We Need Support?

ICT PRO 21st CS

Make an Earth Day Poster. You may consider the following ideas for your poster:

- Collect pictures online or from old newspapers and magazines of things that are helpful and harmful for the environment.
- Draw and paint a smiling Earth with trees on it. Write a thoughtful slogan on Saving the Earth.
- Draw and colour/paste things that you can reduce

22/23

Period 7

Gratitude Sheet



Teacher: Good morning, everyone. Today, let us begin by focusing on something truly meaningful—gratitude.

Teacher: I want you to think about one person who has made a positive difference in your life. It could be a family member, a friend or even a teacher.

Teacher: Now, take your gratitude sheet and cut out a

MUST DO

10 MIN.

space where you can write a short note to the person you are grateful for.

Teacher: Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

Teacher: Once you are done writing, we will share our notes with the class.

Exercise D

Write long answers in your notebook.

1. Explain the Chipko Movement.
2. Which of the environmentalists inspire you the most? Why? 92

Teacher: Let us move on to Exercise D, where we will write long answers in your notebooks. Open to page 92.

Teacher: Question 1: Explain the Chipko Movement.

Teacher: (Wait for student responses.)

Teacher: Great. The Chipko Movement was a non-violent environmental protest that started in the 1970s in Uttarakhand, India. People, especially women, hugged trees to protect them from being cut down by loggers. This movement was led by Sunderlal Bahuguna and it played a major role in promoting forest conservation.

Teacher: Write this answer in your notebooks.

Teacher: Question 2: Which of the environmentalists inspire you the most? Why?

Teacher: (Wait for student responses.)

(Follow the same pattern for the next question.)

Teacher: Once you are finished, we will discuss your answers. Great work, everyone.

Thinking better

Thinking better

Think and answer in your notebook.
Why is there a need to conserve water? 92

Teacher: Let us now look at the Thinking better section given on page 92.

Teacher: I will read out the question:

Teacher: Why is there a need to conserve water?

Teacher: Take a minute to think about this. What do you think?

Teacher: Discuss your thoughts with your partner and write them down in your notebook.

Teacher: (Give students a moment to discuss and write.)

Teacher: Great. I'm excited to hear your thoughts. Who would like to share their answer with the class? (Allow students to share.)

Teacher: Excellent responses. Conserving water is crucial for the health of our environment and for future generations.

Choosing better

Choosing better

It is your grandmother's birthday. Which of these will be a more eco-friendly gift? Tick (✓) your answer. LSV

1. a bouquet of flowers ☐
2. an indoor plant ☐
3. a pencil with seeds that can be planted after use ☐
4. a reusable flask which will keep her tea warm ☐

92

Teacher: Let us move on to Choosing better given on page 92.

MUST DO

5 MIN.

Teacher: Here's the question:

Teacher: It's your grandmother's birthday. Which of these will be a more eco-friendly gift? Tick (✓) your answer.

1. a bouquet of flowers
2. an indoor plant
3. a pencil with seeds that can be planted after use
4. a reusable flask which will keep her tea warm

Teacher: (Give students a moment to think and answer.)

Teacher: Which option is correct? (Wait for answers.)

Teacher: Yes. An indoor plant or a pencil with seeds are both excellent eco-friendly choices because they help the environment. Well done, everyone.

Teacher: I am so proud of all the effort you've put in today. Let us give ourselves a big round of applause for all the hard work.

 You may show the **Slideshow** given on the digital platform.

Differentiated Activities

110 km/hr



Explain the Chipko Movement and its significance in the global environmental movement.

80 km/hr



How did Jadav Payeng contribute to forest conservation and why is it significant?

40 km/hr



What is water conservation?

Home Task

Creating better

Creating better

Make a best out of waste pencil holder.

1. Take an old plastic bottle with a flat bottom.
2. Ask an adult to cut it into half.
3. Take the lower half. Cover it with your favourite coloured paper.
4. Decorate it using glitter, mirrors or googly eyes.

Your pencil holder is ready. Keep it at your study table or gift it to your friend.

Art 1 2 Ls CS



92

Create a pencil holder using an old plastic bottle. Decorate it with coloured paper, glitter and googly eyes and keep it on your study table or gift it to a friend.

Period 8

Teacher: Good morning, students.
How are you today?

SHOULD DO

5 MIN.

Teacher: Let us start with a quick eco-friendly trivia. I will ask a few questions about things we can do to help the environment and you have to answer quickly.

Teacher: Ready? Here we go:

1. What is something you can turn off to save energy?
2. What is one thing you can do to save water at home?
3. Name one way you can reduce plastic waste.

Teacher: Great work, everyone. Now, let us move to our lesson.

Revising better

Revising better

In this chapter, you have learnt that various people have worked hard to keep the Earth green and happy. Think about 2-3 eco-friendly things that you can practise daily. Write in your Little Book.

DBL

92

Teacher: Now, let us take a look at the Revising better section.

MUST DO

10 MIN.

Teacher: In this chapter, we've learnt about various people who have worked hard to keep the Earth green and happy.

Teacher: Think about 2-3 eco-friendly actions that you can practise daily.

Teacher: Take a moment to write them down in your Little Book.

Teacher: (Give students a moment to write.)

Teacher: Great. Let us take a few volunteers to share their ideas. What are some eco-friendly actions you will practise? (Allow students to share.)

Teacher: Wonderful. Keep practicing these habits and let us continue protecting our environment.

Pledging better

Pledging better

With my whole heart, I pledge to celebrate my festivals in an organic and eco-friendly way.

SDGs

SDG 15: LIFE ON LAND

92

Teacher: Let us move to Pledging Better now.

MUST DO

10 MIN.

Teacher: I want all of you to read and repeat the pledge after me:

Teacher: 'With my whole heart, I pledge to celebrate my festivals in an organic and eco-friendly way.'

Teacher: (Allow students to repeat.)

Teacher: Well done, everyone. This is a great commitment to help our planet. Let us work towards it together.

Book of Holistic Development

Chapter 12: Our Green Friends

Theme 7: Why Do We Need Support?

A English

Circle the adverbs in the below passage.

In cities, most vehicles often emit harmful smoke, polluting the air. Factories add to this pollution by releasing waste. Sometimes, people throw litter carelessly, adding to the problem. We must think of ways to protect our environment.

B Maths

Seerat visits her aunt's house, located right in the middle of a busy town. There is little or no green cover and high degree of traffic around the area. At her aunt's place, Seerat notices the temperature on the digital clock shows 41° C. Write whether this temperature classifies the weather as cold or hot in the space provided.

C Science

List three effects of air pollution on the nervous system. Write the answer in your notebook.

37

(Refer to the Book of Holistic Teaching, page number 37 under the title 'Our Green Friends.' Complete the

MUST DO

15 MIN.

activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)



You may show the **Animated Activities** given on the digital platform.

Differentiated Activities

110 km/hr



Name two ways factories can help to protect the environment.

80 km/hr



What is an eco-friendly habit and how can we promote it in our communities?

40 km/hr



Why is it important to protect natural resources and how can we conserve them?

Home Task

Create a campaign poster to raise awareness about eco-friendly practices.

Period 9

Teacher: Good morning, everyone.
How are you today?

SHOULD DO

10 MIN.

Teacher: Let us begin today's lesson with a quick eco-friendly quiz. I will ask a few questions about the things we can do to help the environment and you will answer by raising your hand. Ready?

Teacher: Here's the first question:

What is one way we can save water at home?

Can anyone name an environmentalist who has worked to protect forests?

How can we reduce plastic waste in our daily life?

Teacher: Now that we are warmed up, let us dive into the activities.

Poster

Teacher: Let us start with a creative activity. We are going to make posters to raise awareness about protecting the environment and the importance of eco-friendly actions.

Teacher: Let us take a moment to look at the poster on the wall.

(Please display and discuss the posters prominently in the classroom to reinforce the learning about The Earth and her Superheroes. Encourage students to observe the posters and discuss about The Earth and her Superheroes.)

Teacher: Great observation, everyone.

The Earth and her Superheroes

Social Studies
Theme 7: Why Do We Need Support?

Medha Patkar
Medha Patkar started the Narmada Bachao Andolan in 1985. She led peaceful protests against the building of Sardar Sarovar Dam on River Narmada, to protect the environment and the livelihoods of people.

Sonam Wangchuk
Sonam Wangchuk, along with his team, built the ice stupa in Ladakh to solve the growing water scarcity in the region.

Salim Ali
Also known as the 'Bird Man of India', Salim Ali is attributed as the first scientist to conduct a systematic study of birds.

Steve Irwin
Steve Irwin was an Australian wildlife expert and conservationist. He is known for his close work with crocodiles and other endangered animals.

Vandana Shiva
This Indian scientist educates farmers on preserving and practising the traditional methods of farming which does not require heavy use of pesticides and chemicals. Her organization, Navdanya, meaning 'New Gift', has formed 40 seed banks in India to help farmers.

Hindou Oumarou Ibrahim
An activist from Chad, Africa, she is known for her work with traditional knowledge of the animal rearing community in Africa to combat the ill effects of climate change.

Romulus Whitaker
He is an American-Indian zoologist who specializes in the study and conservation of reptiles and amphibians.

Sylvia Earle
An American scientist, her organization, Ocean Blue, aims at protecting oceans from threats like climate change, pollution, and destruction of marine habitat, and so on.

Sumaira Abdulali
This environmentalist has been tackling the issue of noise pollution. She along with her organization helps maintain silence zones and safe zone limits during festivals.

Teacher: Now, let us move to Worksheet 1 on page 43.

Teacher: We will complete the following Exercise: A. Fill in the blanks: (Allow students to fill in the blanks.)

Worksheet 1

Theme 7: Why Do We Need Support?

12. Our Green Friends

Worksheet 1

A. Fill in the blanks.

- The _____ Movement began in the 1970s.
- Jadav Payeng is known as the '_____ of India'.
- _____ is also known as the 'Waterman of India'.
- Tulsi Gowda has earned the title of _____.
- _____ is also referred to as the 'Woman of Trees'.

B. Write True or False.

- Villagers in Uttarakhand came together to 'chipko' or hug trees to prevent cutting of the trees. _____
- Jadav Payeng created the Mulai Reserve in the Majuli river island in Assam. _____
- Kinkri Devi supported the uncontrolled quarrying practices in Sirmour district. _____
- The Green Belt Movement was founded by Wangari Maathai in Kenya in 1977. _____
- The book *Silent Spring* is written by Winona LaDuke. _____

C. Match the columns.

Column A

Column B

- | | | |
|---------------------------------|---|------------|
| 1. Chipko Movement | • | • a. 1962 |
| 2. Kinkri Devi protest | • | • b. 1990s |
| 3. Green Belt Movement | • | • c. 1970s |
| 4. <i>Silent Spring</i> | • | • d. 1980s |
| 5. Honor The Earth Organisation | • | • e. 1977 |

43

Teacher: Great. Let us move to Exercise B – Write True or False.

Teacher: Now, let us move to Exercise C – Match the columns.

Teacher: I will give you a few minutes to match Column A with the correct answers in Column B.

Teacher: Once you're done, we will go over the answers together.

(Guide the students to complete worksheet 1)

You may show the **Quiz** given on the digital platform.

Differentiated Activities

110 km/hr



Create a timeline for the Green Belt Movement with important events and actions.

80 km/hr



Write two eco-friendly habits you can follow every day.

40 km/hr



Write one sentence explaining what the Chipko Movement achieved.

Home Task

Write a letter to your local government suggesting ways to improve waste management in your area. Include at least three ideas that can help reduce waste and promote recycling.

Period 10

Teacher: Good morning, everyone. How are you all today?

Teacher: Let us start today's lesson with a fun sitting exercise to get our minds and bodies moving.

Teacher: I will ask you a few questions and you can answer by raising your hand or shaking your head for yes or no. Ready?

Teacher: Let us start.

Question 1: Can we save water by turning off the tap while brushing our teeth?

Teacher: If you think yes, raise your hand.

Teacher: Great.

Question 2: Do you think planting more trees can help reduce pollution?

Teacher: If you agree, give a thumbs-up.

Teacher: Excellent.

Question 3: Can we reduce plastic waste by using reusable bags instead of plastic ones?

Teacher: Nod your head if you agree.

Teacher: Fantastic. Now, let us move to the next worksheet.

Worksheet 2

Worksheet 2

A. Fill in the blanks. Use the words from the box.

Johad erosion 50,000 Honor The Earth degradation

- The Brahmaputra river floods used to destroy everything in the Majuli river island in Assam causing _____.
- Uncontrolled quarrying practices caused _____ of farmland in Simaur district.
- Rajendra Singh used _____ to conserve water in the dry regions of India.
- Ranaram Bishnoi has planted more than _____ varieties of trees.
- Winona LaDuke works on issues of climate change through her organisation, _____.

B. Who among the following is not an Indian environmentalist?
Tick (✓) the correct answer.

1. Virat Kohli <input type="checkbox"/>	2. Tulsi Gowda <input type="checkbox"/>
3. Rajendra Singh <input type="checkbox"/>	4. Ranaram Bishnoi <input type="checkbox"/>
5. Sunderlal Bahuguna <input type="checkbox"/>	

C. Write five sentences about the International environmental activists.

- _____
- _____
- _____
- _____
- _____

44

Teacher: We are going to work on a worksheet focused on environmentalism. Please open your worksheets to Worksheet 2 given on page 44.

SHOULD DO

10 MIN.

Teacher: In Exercise A, you need to fill in the blanks with the correct words from the box. Let us read each sentence carefully and think about which word fits. Take your time to complete it.

Teacher: Excellent work, everyone. Let us move on to Exercise B.

Teacher: In Exercise B, you need to identify who among the following is not an Indian environmentalist. Please tick (✓) the correct box.

(Review the answers and facilitate the discussion.)

Teacher: And now for Exercise C. You will write five sentences about international environmental activists. Think about the impact of their work on the environment and how they inspire people globally.

(Give students time to write their sentences.)

Teacher: Well done, everyone. You all did fantastic work today. Keep up the great work.

(Guide the students to complete worksheet 2)

Worksheet Activity

Worksheet 3

A. Fill in the blanks with the correct options.

- Jadav Payeng created the _____, in the Majuli river island in Assam (Mulai Reserve/Johad).
- Rajendra Singh played a significant role in _____ conservation and management (water/ soil).
- Ranaram Bishnoi walks with his _____ everyday to plant saplings and water the trees (horse/camel).
- The _____ encouraged women to plant more and more trees (Green Bell Movement/Chipko Movement).
- _____ through her book *Silent Spring* warned about the misuse of chemical pesticides (Rachel Carson/Wangari Maathai).

B. Write True or False.

- Dr Jane Goodall is a novelist. _____
- Dr Jane Goodall works on issues on climate change. _____
- Dr Jane Goodall wrote a book named *Silent Spring*. _____
- Dr Jane Goodall works through her organisation, Honor The Earth. _____
- Dr Jane Goodall works towards the vital need to protect chimpanzees from extinction. _____

C. Match the columns.

Column A	Column B
1. Rachel Carson	a. Woman of Trees
2. Jadav Payeng	b. Chipko Movement
3. Wangari Maathai	c. Roots & Shoots
4. Dr Jane Goodall	d. <i>Silent Spring</i>
5. Sunderlal Bahuguna	e. Forest Man of India

45

Teacher: Now, let us move on to the next worksheet. Please open Worksheet 3 given on page 45. We will work through some interesting questions.

Teacher: In Exercise A, you will fill in the blanks using the correct word from the options provided. Let us read through each statement carefully.

(Teacher gives students time to complete the activity.)

Teacher: Once you have finished filling in the blanks, let us go over the answers together.

Teacher: Well done. Let us now move to Exercise B, where you will write True or False for each statement.

Teacher: Please read each statement carefully, then write 'True' or 'False' in your workbook.

MUST DO

15 MIN.

(Review the answers and facilitate discussion.)

Teacher: Let us now move to Exercise C. In this part, you need to match the names of environmentalists with the work they are best known for. You'll match Column A with Column B.

(Guide the students to complete worksheet 3)

Teacher: Great work today. You have done excellent work with the worksheet. Keep up the good effort.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In this column, we will write what we have learnt in this chapter.

Teacher: Think about the topics we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Teacher: Let us all give a huge round of applause to everyone for their hard work and creativity. Great work, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

Differentiated Activities

110 km/hr



What is one way we can reduce plastic waste at home?

80 km/hr



How does recycling help the environment?

40 km/hr



Name an environmentalist who has worked to protect forests

Home Task

Revise the chapter at home. Complete all exercises from the worksheets that are finished in class.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none">demonstrate physical engagement through activities like drawing and role-playing environmental actions.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">develop responsibility for environmental protection and work collaboratively with peers.
Cognitive Development	<ul style="list-style-type: none">identify environmental issues and understand the role of environmentalists in conservation.
Language and Literacy Development	<ul style="list-style-type: none">use environmental vocabulary and develop writing skills through reports, letters and creative projects.
Aesthetic and Cultural Development	<ul style="list-style-type: none">appreciate nature and cultural practices in environmental conservation. They will engage creatively in projects.
Positive Learning Habits	<ul style="list-style-type: none">show critical thinking and problem-solving skills to tackle environmental issues and adopt sustainable practices.

Starry Knights

How was the learners' response to the contributions made by the environmental activists?

Give yourself a STAR.

